

T H E

MERCHANT MAIDEN HOSPITAL

M A G A Z I N E.

H. Lawrie (A.)
CONTAINING

PART FIRST.

- I. Instructions for Teaching to Read and Spell English.
- II. Instructions for Teaching the English Grammar.
- III. Instructions for Teaching Writing and making a Pen.
- IV. Method of making out an Account, with Forms of Bills, Receipts, Discharges, Letters, &c.

PART SECOND.

- Friendly Advices to the Girls, comprehending the following Particulars :
- I. Religion.
 - II. Duty to Superiors.
 - III. Duty to one another.
 - IV. Education.
 - V. Conduct in the Hospital.
 - VI. Conduct in the World, or when removed from the Hospital.

By Andrew Lawrie

EDINBURGH:

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M & G A T



I. Information for the
 II. Information for the
 III. Information for the
 IV. Information for the
 V. Information for the
 VI. Information for the
 VII. Information for the
 VIII. Information for the
 IX. Information for the
 X. Information for the

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 1844

DEDICATION.

TO THE GOVERNORS OF THE MERCHANT MAIDEN HOSPITAL.

GENTLEMEN,

AS Governors of this Hospital, You are the immediate Patrons of the Children in it; and therefore any Thing of this Nature ought to be dedicated to You; and to have Your Permission and Appointment only.

SOME of Your Number having seen a Specimen of these Advices, were pleased to give them their Countenance, which has encouraged me now to present them to You all, hoping You will look upon them with a favourable Eye.

I do not however solicit Your Approbation merely upon my own Account, although the Esteem of Men of Character and Reputation must be a great Happiness to every one so favoured; but, likewise, that Your Approbation of these my Endeavours may add Weight and Importance to them, so as to make them be attended to by the Children, that they may be of Use to them, both while in the Hospital and when removed from it.

THE Instructions for Teaching Reading and the English Grammar are designed for the older Girls; that they may be duly qualified for Teaching Gentlemen's Children, where their Lot may be cast.

HERE I have begun with the Letters of the Alphabet, and shewed them how they should teach their Pupils these; and, by short and easy Lessons, how they should carry them on Step by Step in the plainest Manner: So that, by the smallest Reflection on the Way they were taught themselves, they cannot fail to know how to begin and to proceed with their Pupils, 'till they have made a due Proficiency.

As I have always taught Your Girls Spelling along with their Reading, I have likewise pointed out here the easiest and most successful Way of teaching it to others.

DEDICATION.

v

THE Grammar has hitherto been almost unknown to Girls ; and few Persons, who even teach the Latin, being duly qualified to teach the English Grammar, by adapting it to Children of small Capacities, and the Demand for it increasing more and more, I apprehend that qualifying Your Girls to teach it in Gentlemen's Families will be of very great Use to them. For this Purpose, I have taken a new Method in teaching *Ash's English Grammar*, being the fittest I have seen for young Children, by reducing it to Question and Answer ; omitting what is above weak Capacities and less useful, and rendering the rest as plain and easy as possible ; which, I humbly think, will be far more intelligible both to Teacher and Scholar, than the ordinary Method by tedious and intricate Rules.

I THINK, likewise, that Your Girls may teach young Boys English Grammar, by this Method, as well as their own Sex ; for I dare say they might learn as much in a few Months, and with infinitely greater Ease, from these Pages on the Subject, as they would in many Years by attending Latin Schools ; which I humbly think might supersede sending all such Boys to Latin, as are not intended for learned Employments ; and even those who are, being taught English Grammar properly when young, it would very much facilitate their Progress in the Latin Grammar.

To compleat this little MAGAZINE, (for so I have presumed to title it,) I have added a few

Pages of Directions for teaching Writing and making a Pen, which will be a new Branch of Business for them; and, considering how few Branches of Business fall to a Woman's Share, it will be no small Advantage to have this additional one, for which I am doing all I can to qualify them; and I am persuaded it will both stir up Your Girls to a more than ordinary Care about their Writing, when they think they are to teach it, and render them more desirable and useful in young Families.

I HAVE likewise here shewn Your Girls how to make out Accompts, both concerning House-Expences and other Business; and have given them some Forms of Receipts, Bills, and Letters, which they can copy over at their Leisure.

AND to the End I have added, most of the Names of Wearing-Apparel, Dress, Household-Furniture, &c.—which they may learn to spell by Heart, as they have often Occasion to write about these Things in Letters or Inventories, and are at a Loss how to spell them.

LAST of all: As no Person can perform any Duty, or manage any Employment in Life, completely and successfully, without a due Regard to Religion and Virtue, I have given Your Girls some serious and salutary Advices respecting their religious and moral Conduct and Behaviour; which I hope will be of Use to them, both

DEDICATION.

vii

while they remain in the Hospital, and when they are away from it.

ALL which I submit to Your Judgment, and I am, with great Respect and Esteem,

GENTLEMEN,

Your most obliged, most obedient,

and most humble Servant,

ANDREW LAWRIE.

EDINBURGH, }
MAY 1st, 1778. }

THE GOVERNORS of this Hospital, having considered these Instructions, have agreed that they should be Printed; and that the religious and moral Advices, contained in the second Part of this Book, shall, in all Time coming, be read by one of the oldest Girls to all the rest, assembled for that Purpose once every Month, in order to perpetuate the Remembrance of them in the Hospital; that they may be early impressed on the Minds of the younger Girls, and that they may be the better reduced to Practice by them all.

Sounds of the Letters in the English Form.

They are generally sounded by themselves as follows :

a	ay
b	bee
c	cee
d	dee
e	ee
f	eff
g	gee
h	aytch
i	i
j	jay
k	kay
l	ell
m	em
n	en
o	o
p	pee
q	qu
r	ar
s	ess
t	tee
u	yu
v	vee
w	double v
x	eks
y	wy
z	zed

&--This is rather a word, and stands for--and

&c.--is et cetera, which is and the rest.

SOUNDS OF THE ENGLISH ALPHABET

INSTRUCTIONS

FOR TEACHING TO

READ ENGLISH.

I. **B**EGIN with the vowels, a, e, i, o, u, y, and cause your pupils learn them by degrees 'till they can say them all, both forwards and backwards; then point them out here and there, 'till you are sure they can tell them all readily.

II. Teach them the rest of the letters of the alphabet, which are called consonants, in the same manner.

III. Teach them the double letters the same way.

IV. Proceed with the table of two letters below; causing them first spell a line, then read it: But, before you give them a lesson, cause them first say over all the letters of the alphabet, both single and double, as quickly as they can; and continue to do this every lesson you give them, 'till they have finished the first two pages at least.

V. Then ask them the manner of pronouncing th, ch, ph, and sh.

Answer, th sounds as at the end of with,

ch, as in which.

ph, as in prophet.

sh, as in wish.

INSTRUCTIONS FOR TEACHING ENGLISH: 11

Cause them answer you these four questions for a long time, 'till you are sure they will remember them.

VI. Then go on to Chapter II. beginning with Bab, and cause them spell each line, and read it by turns.

VII. When they can do all these well, then go to Table III. of words with e final; and here you must add four or five questions more to the former, viz.

1. *What does a sound with e final?*

Answer. It sounds ay, or as in care.

2. *What does i sound with e final?*

A. It sounds as the capital I, or as in fire.

3. *What does u sound with e final?*

A. It sounds yu, or as in pure.

4. *What is e final?*

A. It is e at the end of a word or syllable.

5. *How does c sound before e, i, and y?*

A. It sounds like s, as certain, city, Cyprus.

6. *How does g sound before e, i, and y?*

A. It sounds like j, as gesture, ginger, Egypt.

VIII. After they have gone through this table, then begin with Table IV. and here ask them the following questions, as you come to them, marked on the margin.

1. *How does ai sound?*

A. It sounds ay, as in day, daily, &c.

2. *What does ei sound?*

A. It sounds the same as in their, eight, &c.

3. *What does au sound?*

A. It sounds broad a, as in fraud.

4. *What does ee or double e sound?*

A. It sounds as in see.

5. *What does oo sound?*

A. It sounds like u, as in good.

13 INSTRUCTIONS FOR TEACHING ENGLISH.

6. *What does ea sound?*

A. It sounds like ee, or as in tea.

7. *What does aw sound?*

A. It sounds broad a, like au.

8. *What does ay sound?*

A. It sounds the same with ai, as day, say, &c.

9. *What does ey sound?*

A. It sounds the same as they, grey, &c.

IX. After this try them with the first Praxis, beginning with, *All things*.—If they can read this tolerably, continue them with it; but if not, cause them dwell longer upon the former tables.

After they have read the first Praxis well, go to the lessons of one syllable, at the end of the book, and cause them read them; but, in teaching them the first praxis, and these lessons, first read a sentence slowly yourself, and then cause them read it after you; and what words they cannot read, cause them spell them quickly first, and then read them.

X. When they can read these lessons tolerably, begin with the columns of two syllables, causing them first spell, and then read the words, and give them but a few at a time; and after they have gone through some of these columns, try them with the second Praxis.

XI. When they can read the second Praxis to satisfaction, and spell the above columns, try them with the columns of three syllables, and with the third Praxis, and so on with the rest.

XII. When they can read words of three syllables, you may try them with an easy chapter of the New Testament; and so proceed to harder lessons, and to other books, as you find they are able.

R U L E S

F O R

SPELLING AND PRONUNCIATION.

AS Spelling well is almost as necessary as Reading, I shall here prescribe a method of teaching it, which will be both easy and successful.

EVERY sentence your pupils read, cause them spell one or two of the hardest words of it in the following manner:

I. Cause them pronounce the word slowly, stopping a little at each syllable; for example, suppose *circumstance* to be the word, cause them say it thus, cir-cum-stance: Then spell each syllable by itself, joining the syllables to one another as they go along, and at last pronounce the whole word together; then ask them where the accent lies, or upon which syllable the greatest weight of the voice falls, thus *circumstance*, the accent (marked [^]) is on cir.—By this means they will be able both to spell any word easily and pronounce it well:

II. Observe the two following questions, which you must ask them frequently, and cause them answer you by heart.

1. *When a consonant comes betwixt two vowels, whether is it joined to the first or the last?*

Answer, To the last; as in the word conso-nant: here, in the last syllable; the consonant n coming betwixt the vowels o and a, is joined to the -a, and not to the o before it: And so in many other words to which there are but few exceptions.

2. *When two consonants come together betwixt two vowels, how are they used in spelling?*

A. The two consonants are separated; one of them is joined to the first vowel, and the other to the second, as in the word common, thus, com-mon; and that whether they be the same consonants or different ones: such as con-si-der, sen-tence, ten-der-ness, &c.

Only observe that, ch, sh, ft, and ph, commonly go together in a syllable, as in these words, viz. ar-chi-tect, fa-shi-on, con-sta-ble, pro-phet, and many others.

But, that they may do these things the more readily, cause them to get the vowels perfectly by heart, and repeat them to you frequently, viz. a, e, i, o, u, y; and to take notice, that all the rest of the letters are called consonants: and that you may know they understand this well, ask them frequently such questions as these, viz.

Question. Whether is (a) a vowel or consonant?

Answer. It is a vowel.

Q. Whether is (m) a vowel or consonant?

A. It is a consonant.

Q. Whether is (e) a vowel or consonant?

A. It is a vowel.——And so on.

A few Rules more will finish all that is necessary for teaching to read English.

I. Take great care to cause your pupils stop at every

point when they read, and likewise to go on without stopping where there is none; beating with your hand or foot to make them observe it: for, without this, they will never understand what they read, nor can any person understand who hears them.

II. Never allow them to omit any word or syllable, though ever so small; but, when you find them inclining to this, (which young people often do through inattention) cause them read the sentence twice or thrice over, 'till they have got the better of it; for if once they are accustomed to such omissions, you will find very great difficulty in recovering them from it.

III. Don't allow them to read quick or hastily, (for this will naturally grow upon them) but rather slow; and with a loud voice pronouncing every word and syllable as distinct and plain as possible; and for this purpose read slowly and distinctly to them yourself.

IV. Such of your pupils as are well advanced in reading, and have attained to an age fit to comprehend your meaning, teach them what is called emphasis; which is placing the weight or stress of the voice upon those words in a sentence that are most remarkable, and of the greatest importance; pronouncing them louder and more forcibly than the rest; to which purpose ask them the following short question frequently, and cause them answer you by heart.

Question. What is emphasis in reading or speaking?

Answer. It is pronouncing the most remarkable words in a sentence louder, or stronger than the rest.

V. Next to this, when you read to your pupils or to others, carefully avoid what is called monotony, or a sameness of voice in reading; but study to vary the tone or sound of your voice, and teach your pupils so, according to the nature or meaning of what you read: not in a canting whining strain, as some ignorant people usually read the Bible and other religious books, but in a sweet and agreeable manner; sometimes elevating your voice to a higher note, sometimes falling softly to a

lower : The higher tone generally with a smartness, or full voice; the lower with a softness or delicacy, yet so as to be distinctly heard by all who listen to you : but perhaps the best rule for this, (where it is difficult if not impossible to prescribe any exact rule to an ordinary capacity,) would be to consider, how we would speak in common conversation what we read to ourselves or others ; and to use the same modulation of voice, and emphasis of expression, in reading as in speaking.

VI. Be very careful that they pronounce their words in the English form; and for this purpose, cause them often read to you the following words, and get them by heart; but take care that you read properly yourself, for they will be readier to learn pronunciation from hearing you read, than by any other direction.

TABLE TO BE GOT BY HEART.

Sound as ee.	Sound both o & u.	Sound a broad.
which	our	has
with	power	hast
will	out	bath
him	about	have
in.	without.	having.

But the words own, grown, known, thrown, sound upon the o only.

As the words of this little table occur frequently in reading, and guide much the pronunciation of many others, it will be of great advantage that they be accustomed to pronounce them well.

What belongs farther to pronunciation may be observed in the following Instructions relating to English Grammar.

Lastly, Consult the second part of *Dyche's Spelling-Book*, which is the book I would recommend to you for teaching Reading; where you may learn many things for your own private instruction.

To conclude all; as the fourth and fifth rules last

mentioned are the most difficult I have given you; I here present you with a piece of reading the most proper I could find; together with the manner how to use it, in order to know both where to place the emphasis and how to vary your voice in reading; which, while you peruse, will likewise convey to your mind, some useful and elegant instructions proper for a young woman.

The emphasis, or stress of the voice, I have printed on *Italic* characters; and the varying of the voice I have mentioned on the margin; so that you can be at no loss how to find both: And this may serve as a specimen or example how to read any other piece in like manner. The title of it is

W O M A N.

Begin on a low note, but smart, raising your voice gradually first 2 lines, but fall a little at the word *heart*. Raise your voice one note above the rest at these words *charms*, *elegance*, *beauty*.

GIVE ear, fair daughter of love, to the instructions of prudence; and let the precepts of truth sink *deep* in thy *heart*; so shall the *charms* of thy mind add lustre to the *elegance* of thy form; and thy *beauty*, like the *rose* it resembleth, shall retain its sweetness when its bloom is withered.

In this sentence, the words, *spring* & *morning*, one note higher than the rest. *Ab!* two notes higher, then fall; *guard well*, one note raised, then fall gradually to the end.

In the *spring* of thy youth, in the *morning* of thy days, when the eyes of men gaze on thee with delight, and nature whispereth in thine ear the meaning of their looks; *Ab! hear* with caution their seducing words, *guard well* thy heart, nor listen to their *soft* persuasions.

Begin this with a middle note, but strong voice; continue almost equal till the word *sooth*, at which fall softer and lower to the end of this sentence.

Remember thou art made man's *reasonable* companion, *not* the slave of his passion: the end of thy being is *not* merely to gratify his desire, but to *assist* him in the toils of life, to *sooth* him with thy tenderness, and *recompense* his care with *soft* endearments.

These three lines loud, smart & high note, as when a question of importance is asked.

Who is she that winneth the heart of man, that *subdueth* him to love, and *reigneth* in his breast?

Loud, as in a surprise or admiration.

Lo! *yonder* she walketh in maiden sweetnefs, with *innocence* in her mind, and *modesty* on her cheek.

Middle and equal note.

Her hand *seeketh* employment, her foot *delighteth* not in gadding abroad.

The same, but a little elevated towards the end.

She is *clothed* with neatness, she is *fed* with temperance; humility and meekness are as a crown of glory *circling* her head.

These two small sentences, melodious, soft, and almost equal.

On her tongue dwelleth *music*, the *sweetness* of honey *floweth* from her lips.

Decency is in all her words, in her answers are *mildness* and *truth*.

This sentence the same, only a little elevated towards the end.

Submission and *obedience* are the lessons of her life, and *peace* and *happiness* are her reward.

Middling and equal to the end.

Before her steps walketh *prudence*, and *virtue* attendeth at her right hand.

Beginning soft to the semicolon; then raise the voice one note with a firm & assured tone, & continue so to the end of these six lines.

Her eye speaketh *softness* and *love*; but *discretion* with a sceptre *sitteth* on her brow.

The tongue of the licentious is *dumb* in her presence, the *awe* of her virtue *keepeth* him silent.

AND PRONUNCIATION, &c.

19

Begin these five lines with a middling note & equal voice 'till the semicolon; then turn softer & softer, 'till it almost die away at the end.

When scandal is busy, and the fame of her neighbour is *tuffed* from tongue to tongue; if charity and good nature open not her mouth, the *finger* of silence *resteth* on her lip.

These three lines with an equal voice.

Her breast is the *mansion* of goodness, and therefore she *suspecteth* no evil in others.

These three the same, only raise your voice at the two words *happy*.

Happy were the man that should make her his wife; *happy* the child that shall call her mother.

Begin the first line with a full tone, but softer & lower at the end; read the other two lines the same.

She *presideth* in the house, and there is peace; she *commandeth* with judgment, and is obeyed.

Begin with a high note to the first comma; to the second with a middle note; then a little lower to the end.

She *ariseeth* in the morning, she *considers* her affairs, and *appointeth* to every one their proper business.

Begin this sentence high, & continue so to the semicolon; then one note lower to the end.

The *care* of her family is her *whole* delight, to *that* alone she applieth her study; and *elegance* with *frugality* is seen in her mansions.

This sentence with an equal voice, only fall softer and lower about the end.

The *prudence* of her management is an *honour* to her husband, and he *heareth* her praise with a *secret* delight.

This sentence soft and equal.

She *informeth* the minds of her children with *wisdom*, she *fashioneth* their manners from the example of her own goodness.

The first line soft, the second stronger, and firm towards the end.

The *word* of her mouth is the *law* of their youth, the *motion* of her eye *commandeth* their obedience.

C 2

Exc

The first two words with a middle note, then with a higher & stronger voice, especially at the word *fly*: the next part to the colon the same way; the last part of the sentence the same.

The first of these three lines middling & equal, the second with a lower note and softer.

She *speake*th, and her servants *fly*; she *point*eth, and the thing is *done*: for the law of love is: in their *heart*s, and her *kindness* addeth *wings* to their feet.

In prosperity she *is* not puffed up, in adversity she *heale*th the wounds of fortune with *patience*.

The whole of these four lines with a soft, sweet, and agreeable tone of the voice.

The *troubles* of her husband are *alleviated* by her counsels, and *sweetened* by her *endearments*: he putteth his heart in her *bosom*, and *receiveth* comfort.

The first word *happy* stronger and a note higher than the rest of the line; read the second line the same.

Happy is the man that hath made her his wife; *happy* the child that calleth her mother.

To these particular directions for varying the voice and observing the emphasis, I would have you to add this general one, *viz.*

Observe such persons as read or discourse well, and vary their voice with judgment, and endeavour to imitate them: None indeed are capable of this but such as have a good ear, which you generally have, and therefore you ought to study it. There is one thing only which hinders you, as I have observed, and that is a certain bashfulness or timidity of temper; you think

you would appear singular or ridiculous among your companions; but I would have you to get over this, and to consider, that by varying your voice and expressing the emphasis properly when reading, you enter into the spirit of it; you convey the meaning ten times better to others, who would listen to you with delight; and you understand it infinitely better yourselves than when this is neglected: Besides this, if you cannot perform it yourselves, neither can you teach it to others. You imagine that your companions would ridicule you, but in this you are much mistaken; they would secretly approve and admire you: and if one of you would set the pattern, the rest would quickly follow the example. A little practice would make it easy and familiar to you all.

Thus I am done with what respects Reading.

INSTRUCTIONS

FOR TEACHING THE

ENGLISH GRAMMAR.

Of the Alphabet and Sounds of the Letters.

1. Q. *How many letters are there in the English alphabet?*

Answer. Twenty-six; viz. a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

N. B. Sound these letters,—ay, bee, cee, &c. as formerly.

2. Q. *How many of these letters are called vowels?*

A. Six; viz. a, e, i, o, u, y.

3. Q. *Why are they called vowels?*

A. Because they make distinct sounds of themselves.

4. Q. *How are the rest of the letters called?*

A. Consonants; because they cannot sound 'till they be joined to a vowel.

5. Q. *How many sounds has each vowel?*

A. Each vowel has three distinct sounds at least, viz. The broad or full, the narrow or slender, the middle or intermediate.

INSTRUCTIONS FOR TEACHING GRAMMAR. 43.

Give examples in A.

A is broad in all, middle in an, narrow in ale.

Give examples in E.

E is broad in them, middle in the, narrow in me.

Give examples in I.

I is broad in bind, middle in bird, narrow in bill.

Give examples in O.

O is broad in Tom, middle in tone, narrow in tomb.

Give examples in U.

U is broad in us, middle in use, narrow in rule.

Observe the Grammar for more examples.

6. Q. *What is a diphthong?*

A. It is when two vowels meet in the same syllable;

*As ai in praise,
au in author, &c.*

See more examples in the Grammar, which may be read over.

7. Q. *What is a triphthong?*

A. It is when three vowels meet in a syllable;

*As eau in beauty,
ieu in lieutenant,
you in youth.*

24 INSTRUCTIONS FOR TEACHING GRAMMAR.

8. Q. *What is the use of points and stops in reading or writing?*

A. A comma, (,) stops the reader while he may tell one;

A semicolon, (;) one, two;

A colon, (:) one, two, three;

A period, (.) one, two, three, four;

A point of interrogation, (?) is used at the end of a question;

A point of admiration, (!) is used when any thing surprising or wonderful is expressed: both these points take the same time with a period.

The following words are always distinguished by a capital letter.

The first word of any writing or discourse;

The next word after a period;

The pronoun I, and the interjection O;

Every title and proper name of a person or place;

And the first word of every line in poetry.

GRAMMAR

ADAPTED TO THE ENGLISH TONGUE.

1. **QUESTION.** *What is grammar?*

Answer, Grammar is the art of expressing our thoughts with propriety, either in speaking or writing.

2. **Q.** *How many words or parts of speech are there?*

A. There are ten kinds of words, or parts of speech; viz. article, noun, adjective, pronoun, verb, participle, adverb, preposition, interjection, and conjunction.

3. **Q.** *What is an article?*

A. An article is a part of speech set before nouns to fix their signification. (They are printed on Italic characters.)

As, a man, the man, an house, the house.

The articles are a, an, and the.

4. **Q.** *What is a noun?*

A. A noun is the name of any person, place, or thing.

As, John, London, honour, goodness.

D

22

5. Q. *How many numbers are there?*

A. Two; singular and plural.

The singular speaks of one, *as*, a man, a troop.

The plural speaks of more than one, *as*, men, troops.

See the Grammar for more examples.

6. Q. *How many genders are there?*

A. Two; the masculine and the feminine.

The masculine denotes the he-kind, *as*, a man.

The feminine denotes the she-kind, *as*, a woman.

Nouns without life have no gender, *as*, a pen, a table.

7. Q. *What is an adjective?*

A. An adjective is a word that signifies the quality of any person, place, or thing; *as*, a good man, a great city, a fine house.

8. Q. *How many degrees of comparison are there?*

A. Two; 1st, The comparative, or lesser degree; *as* such a thing is, greater, less, shorter, longer, &c. than another. 2^{dly}, The superlative, or greater degree; *as* such a thing is—shortest, longest, smallest, or, least of all.

9. Q. *What is a pronoun?*

A. A pronoun is a word used instead of a noun, to avoid repetition; such *as*, he, she, that, or it, which are used instead of naming the persons or things over again.

As, The man is merry, *he* laughs, *he* sings.

1. Q. *What is a verb?*

A. A verb is the principal word in a sentence, and signifies the acting or being of a person, place, or thing.

As, The man calls, the city stands, I am, &c. and is declined by modes, signs, and tenses.

2. Q. *How many modes are there?*

A. There are four modes or ways of using the verb.

3. Q. *What are they?*

A. The indicative, the imperative, the potential, and the infinitive.

4. Q. *What does the indicative express?*

A. The indicative shews or expresses the action or being directly and absolutely; as, I am, he loves.

5. Q. *What does the imperative express?*

A. It commands or forbids; as, come, go, fear him, love him.

6. Q. *What does the potential express?*

A. It expresses the action or being as possible or impossible, fit or unfit; as, I may love, I may not love.

7. Q. *What does the infinitive express?*

A. It expresses the action or being indeterminately; as, to be, to love.

8. Q. *How many tenses or times are there?*

A. Five; the present, the imperfect, the perfect, the pluperfect, and the future.

9. Q. *What does the present tense express?*

A. The present expresses the time that now is; as, I love, or am loving.

10. Q. *What does the imperfect denote?*

A. The imperfect denotes the time past indeterminately; as, I loved, or was loving.

11. Q. *What does the perfect denote?*

A. It denotes the time past determinately; as, I have loved, or have been loving.

12. Q. *What does the pluperfect denote?*

A. It denotes the time past, as before some other time mentioned in the sentence; as, I had loved, or had been loving before you came to town.

13. Q. *What does the future denote?*

A. It denotes the time to come; as, I will or shall be loving some time hence.—These modes and tenses are

partly formed by the verb itself, and partly by the assistance of signs.

14. Q. *What are the auxiliary or helping signs of the verb?*

A. The signs are these following, *viz.* to, do, did, have, had, shall, will, may, can, must, might, would, could, should.

To is a sign of the infinitive mode; as, to be, to love.

May, can, must, &c. are signs of the potential mode.

Do, dost, doth, are signs of the present tense or time.

Did, didst, of the imperfect tense.

Have, hast, hath, of the perfect tense.

Had, hadst, of the pluperfect tense.

Shall and will, shalt and wilt, are signs of the future tense or time.

15. Q. *How many persons are there in each number?*

A. There are three persons in each number; *viz.* three in the singular number and three in the plural.

The first person singular speaks of one's self; as, I love.

The second person singular speaks of one present, and is directed to him; as, thou lovest.

The third person singular speaks of one absent; as, he loves.

The first person plural is spoken of more than one; as, we love.

The second is, ye love, ye write, &c.

The third is, they write, &c.

N. B. *Look into the Grammar for the declining of the verbs in all the different modes, tenses, and numbers.*

16. Q. *What is a participle?*

A. A participle is derived of a verb, and partakes of the nature both of the verb and the adjective.

17. Q. *How many participles are there?*

A. There are two participles; viz. the active, which always ends in *ing*; as, loving;—and the passive, which ends in *ed*; as, loved.

18. Q. *What is an adverb?*

A. An adverb is a part of speech joined to a verb, an adjective, or a participle, and sometimes to another adverb, to express the quality or circumstance of it; as, he reads well: *reads* is the verb or action, and *well* is the adverb, &c.

See the Grammar.

19. Q. *What is a conjunction?*

A. A conjunction is a part of speech that joins words or sentences together; as, and, albeit, altho', &c.

20. Q. *What is a preposition?*

A. A preposition is a word set before nouns or pronouns to express the relation of persons, places, or things, to each other; as, he came *to*, and stood *before* the city.

S Y N T A X.

1. **Q**UESTION. *What is syntax?*

Answer. Syntax shews the agreement, and right disposition or placing of words in a sentence; and is of very great use in grammar.

2. **Q.** *How are the articles used or placed in a sentence?*

A. The articles, which are, *a*, *an*, and *the*, are used commonly before nouns of the singular number:

an, is used before a word that begins with a vowel; as, *an* infidel.

a, before a word that begins with a consonant; as, *a* Christian.

an, or *a*, before a word that begins with *h*; as, *an* heathen, or *a* heathen.

But if the *h* is not sounded, then the article *an* is only used; as, *an* hour, *an* herb.

3. **Q.** *Are the articles *a* and *an*, definite or indefinite?*

A. They are indefinite; that is, they do not define, or distinguish any one person or thing from another; as, *a* man, *an* house; that is, any man, any house, without distinction.

But *the* is definite, or points out the person or thing we speak of; as, *the* man, *the* house; that is, some one man, some one house, in particular.

4. Q. *When two nouns come together, with the preposition of between them denoting possession, how are they to be placed?*

A. The latter may be made the genitive case, and set before the other; as, the property of the men, may be written, the men's property.

5. Q. *When an adjective and a substantive come together in a sentence, how are they placed?*

A. The adjective is usually set before its substantive; as, the *second* year, a *good* man.

But, for the better sound's sake, especially in poetry, the adjective comes after the substantive; as,

The genuine cause of every deed *divine*.

These examples being explained for a specimen, the rest that follow in the Grammar, relating to substantives, adjectives, &c. with a little consideration may be the more easily understood.

The next Part of Speech with regard to Syntax is,

T H E V E R B.

I. Q. *QUESTION. How does a verb agree with its noun or pronoun?*

A. A verb agrees with its noun or pronoun; that is, with its agent or subject, in number and person; as,
The boys write, I love, he reads.

2. Q. *How is the agent or subject of a verb placed?*

A. It is commonly set immediately before the verb or the sign of the verb; as, *the man lives, the city has stood.*

3. Q. *When the verb is in the imperative mode, how is it placed?*

A. It is set after the verb, as *love thou, be thou happy.*

4. Q. *When a question is asked, how is it placed?*

A. It is set after the verb, or between the sign and the verb; as, *are you there? doth the king live?*

5. Q. *How is the accusative case placed?*

A. The accusative case of a pronoun, viz. *me, them,* is always placed after an active verb, or active participle, when it receives the force or impression of them; as, *he calls me, she is beating them.*

6. Q. *When the agent and object of a verb are not distinguished by different cases, how are they placed?*

A. The agent is always set before, and the object after the verb; as, *Alexander conquered Darius.*

7. Q. *What case of a pronoun comes after prepositions?*

A. The accusative case; as, *to me, for them, &c.*

8. Q. *Is not the preposition to sometimes omitted?*

A. After verbs of shewing, giving, &c. the preposition *to* is elegantly omitted before the pronoun; as, *I give him the book, instead of, I give to him the book.*

9. Q. *What case do the interjections require?*

A. The interjections, *O, Oh, and Ah,* require the accusative case of a pronoun in the first person; as, *O me! Oh me! Ah me!*—but the nominative in the second; as, *O thou! O ye!*

10. Q. *When is the word than used?*

A. *Than* is only used in comparison, and takes the same case after that goes before it; as, *he is greater than I, she loves him better than me.*

11. Q. *Where is the noun or pronoun placed which receives the force of the active verb?*

A. It is commonly set after the verb; as, *I love the man.*

12. Q. *Where is the relative whom placed?*

A. It is always set before the verb; as, The man *whom* I love is absent.

13. Q. *The auxiliary signs, do and did, and their inflexions doſt, doth, &c. how are they to be used?*

A. They ought to be used only for emphasis, or giving more weight to the expression; as, I *do* love, he *doth* love.

14. Q. *How is shall and will to be used?*

A. *Shall* is used in the first person barely to express the future action or event; as, I *shall* do it afterwards.

15. Q. *How is it used in the second and third?*

A. It promises or commands; as, you *shall* do it.

16. Q. *But how is will used in the second and third persons?*

A. It is used barely to express the future action or event; as, you *will* do it: But, in the first person it promises or threatens; as, I *will* do it to-morrow; or, I *will* do it against you.

17. Q. *How is the adverb placed?*

A. The adverb is always placed before the adjective, but after the verb; as, a *very* pious man prays frequently.

18. Q. *How are the prepositions to and at to be used?*

A. *To* is always used before nouns of place, but after verbs and participles of motion; as, I went *to* London, I am going *to* town, &c. But the preposition *at*, is always used when it follows the neuter verb in the same case; as, I have been *at* London.

19. Q. *How is the preposition in placed?*

A. It is set before countries, cities, and large towns; as, he lives *in* London, *in* France, &c. But *at* is set before villages and single houses; as, he lives *at* Hackney, &c.

O F T H E
E L L I P S I S.

1. **Q**UESTION. *What is ellipsis as applied to grammar?*

Answer. It is the omission of some word or words, which must be supplied either to compleat the sense, or to make out the grammatical construction of the sentence.

2. **Q.** *What is the design of ellipsis?*

A. The principle design of ellipsis is to avoid disagreeable repetitions, as well as to express our ideas in as few words and as pleasing a manner as possible.

This, if attended to, will prove of very great use in grammar, as may be seen in the examples following.

3. **Q.** *How is ellipsis to be applied?*

A. In the application of it, great care should be taken to avoid ambiguity or doubtfulness; for, whenever it obscures or darkens the sense, it ought by no means to be admitted.—*So much is to be observed in general.*

Now follow particular Examples of the Ellipsis in all the Parts of Speech, which ought to be observed both in Speaking and Writing.

I. The Ellipsis of the ARTICLE.

ASK your pupils the following questions, and cause them answer them by heart,

1. Question. A man, *a* woman, and *a* child; *how is this sentence expressed more properly?*

Answer. A man, woman, and child.

2. Q. A father and a son?

A. A father and son.

3. Q. The sun and the moon?

A. The sun and moon.

4. Q. The day and the hour?

A. The day and hour.

In all which instances the article being once mentioned, the repetition of it, unless some peculiar emphasis or importance requires it, would be unnecessary.

N. B. Put them in mind that the articles are, *a*, *an*, and *the*.

After your pupils can answer the above four questions by heart, if they can write, cause them write them in a little book made for that purpose.

Then ask them a few more, and cause them write them likewise, and so on with all the rest; which will not only enable them to remember them the better, but will accustom them to write, as well as to speak good sense.

5. Q. Not only the year, but the day and the hour; *is there any word to be omitted in this sentence?*

A. No; because there is an emphasis on the article *the*: and this sentence is supposed to be spoken of something weighty and important, implied in that word *only*.

II. The Ellipsis of the NOUN or NAME.

HERE put them in mind that nouns are the names of persons, places, and things.

1. Question. *How should this sentence be more properly expressed? viz. John is a learned man, a wife man, and a good man.*

Answer. A learned, wife, and good man.

2. Q. *A prudent wife and a faithful wife?*

A. A prudent and faithful wife.

3. Q. *The laws of God, and the laws of man?*

A. The laws of God and man.

4. Q. *The safety of the state, and the happiness of the state?*

A. The safety and happiness of the state.

5. Q. *In the following emphatical expression, and such like, should there be any ellipsis or omission? Christ the power of God and the wisdom of God.*

A. No.

III. The Ellipsis of the ADJECTIVE, or Quality of Nouns.

ADJECTIVES or Qualities are such as these; *great, small, good, bad, wise, rich, &c.*

1. Question. *A delightful orchard and a delight ul garden?*

Answer. A delightful orchard and garden.

2. Q. *A little man and a little woman?*

A. A little man and woman.

3. Q. *Great wealth and great power?*

A. Great wealth and power.

In these and such like examples, both parts of the sentence are supposed equal, otherwise the ellipsis should not be admitted; for, if there be a difference betwixt the two, that difference should be signified.

4. Q. *If the nouns be of different numbers, viz. the one singular and the other plural; as, a magnificent house and gardens; should you not change the adjective?*

A. Yes, I would say, a magnificent house and fine gardens.

IV. The Ellipsis of the PRONOUN, or Word used instead of a Noun.

THE Pronouns are, *he, she, his, her, my, mine, that, it,* and all words like these.

1. Question. *I love him and I fear him?*

Answer. I love and fear him.

2. Q. *My house and my lands?*

A. My house and lands.

3. Q. *Thy learning and thy wisdom?*

A. Thy learning and wisdom.

4. Q. *His wife and his daughter?*

A. His wife and daughter.

5. Q. *Her lord and her master?*

A. Her lord and master.

6. Q. *In the following emphatical or weighty expressions, should the ellipsis or omission of any word be admitted?*

My Lord and my God; my sons and my daughters.

A. No; they must stand as they are.

V. The Ellipsis of the VERB, or the acting or being of a Person, &c.

VERBS of action are, *read, write, hear, go, run,* or any kind of doing. Verbs that signify being, are these, *am, was, be,* and all words taken from them.

1. *Question. The man was old, and the man was crafty?*

Answer. The man was old and crafty.

2. *Q. She was young, and she was rich, and she was beautiful?*

A. She was young, and rich, and beautiful.

3. *Q. But if one of these properties is to be taken notice of more than the rest, how would you express it?*

A. I would place it last, and supply the ellipsis; thus, she is young, and beautiful, and she is rich.

4. *Q. I recommended the father, and I recommended the son?*

A. I recommended the father and son.

5. *Q. I desire to hear, and I desire to learn?*

A. I desire to hear and learn.

6. *Q. He went to see, and he went to hear?*

A. He went to see and hear.

See the Grammar for more examples.

VI. The Ellipsis of the ADVERB, PREPOSITION, CONJUNCTION, and INTERJECTION.

1. *QUESTION. He spake wisely, and he acted wisely.*

Answer. He spake and acted wisely.

2. *Q. Thrice I went, and thrice I offered my service?*

A. Thrice I went and offered my service.

3. *Q. They confess the power, and wisdom, and goodness, and love of their Creator?*

A. They confess the power, wisdom, goodness, and love of their Creator.

OF THE ELLIPSIS.

Here the conjunction *and* is omitted 'till the end of the sentence.

There are several pairs of correspondent conjunctions, or such as answer to each other in the construction of a sentence, which should be carefully observed, and perhaps never suppressed.

Cause your pupils write the following examples, and attend carefully to them.

EXAMPLE I.

That *answering to so*;

It is *so* obvious *that* I need not mention it.

EXAMPLE II.

As *answering to so*;

The city of Bristol is not near *so* large *as* that of London.

EXAMPLE III.

So *answering to as*;

As is the priest *so* are the people.

See more examples in the Grammar.

Prepositions are often suppressed or left out,

As in the following Examples.

1. Question. He went into the churches, into the halls, and into the public buildings?

Answer. He went into the churches, halls, and public buildings.

2. Q. *He spake to every gentleman, and to every lady of the place?*

A. *He spake to every gentleman and lady.*

3. Q. *I did to him a kindness; he brought to me the news; she gave to him the letters?*

A. *I did him a kindness; he brought me the news; she gave him the letters.*

The Ellipsis of the Interjection is not very common.

Question. *O pity, and O shame?*

Answer. *O pity and shame,*

THE following large sentences in the Grammar will shew the meaning of the ellipsis more fully, and how they may be much more shortly and properly expressed, by avoiding needless repetitions, &c. which is the chief thing to be attended to in speaking or writing with propriety.

Two or three of these examples shall suffice here, the rest in the Grammar being very plain.

But that you may the more successfully instruct your pupils in them, cause them write these sentences in their little book; first improperly on the left side or page, and then properly on the other side, as follows:

F
M

Improperly.

EXAMPLE I.

IF good manners will not justify my long silence, policy at least will justify it; and you must confess, that there is some prudence in not owning a debt one is incapable of paying.

EXAMPLE II.

HE will often argue, that if this part of our trade were well cultivated, we should gain from one nation; and if another part of our trade were well cultivated, we should gain from another nation.

EXAMPLE III.

COULD the painter have made a picture of me, which could have been capable of your conversation, I should have sat to him with more delight than ever I did sit to any thing in my life.

Properly.

EXAMPLE I.

IF good manners will not justify my long silence, policy at least will; and you must confess, there is some prudence in not owning a debt one is incapable of paying.

EXAMPLE II.

HE will often argue, that if this part of our trade were well cultivated, we should gain from one nation; and if another from another.

EXAMPLE III.

COULD the painter have made a picture of me, capable of your conversation, I should have sat to him with more delight than ever I did to any thing in my life.

DIRECTIONS

FOR TEACHING

WRITING.

LESSON I.

Teach your Pupils how to hold the Pen.

FIRST, cause them place their fore-finger along the back of the pen, then their mid-finger on the side of the pen, and the end of their thumb opposite the first joint of the fore-finger, with the joint of their thumb a little outwards; then cause them lean a little on their wrist, and on the ends of the two fingers below, keeping these fingers a little separate from the other two.

Secondly, After you have got them to do this to your mind, then draw a score, or mark it with a lead pen or pencil on the back of their copy-book; and cause them draw the dry pen downwards with some pressure on this score, and go upwards upon it lightly, keeping strictly to the score.

After they have practised this a considerable time, and you see that they continue to hold the pen right, as at first directed, then proceed to

LESSON II.

AFTER you have ruled their book, copy it on the left

D I R E C T I O N S F O R

side with pen and ink, drawing straight scores all the way down as on the margin : Cause them keep these strokes at an equal distance from each other, pointing the first line to them.

Continue them with these strokes for two or three pages, causing them draw them very slowly, 'till you see they can draw them regularly, but be at great pains to cause them hold the pen right as they go along.

L E S S O N I I I.

AFTER they can perform the strokes pretty straight and regular, set down some of the easiest letters of the alphabet such as these on the margin. Cause your pupils place them at an equal distance, and turn them round and neatly at the bottom. When they can do these, give them the rest of the alphabet in course, and continue them with these a considerable time, 'till they can perform them well ; then go on to

L E S S O N I V.

HAVE you copy join'd letters for them, and when they have gone through an alphabet or two of these to your satisfaction, then proceed to

L E S S O N V.

HAVE you copy three or more letters, but be at great pains to cause them keep

the distance equal, and to observe the shape of the letters: Then give them some short easy words; after this try them with longer words, and along with them the capital letters.—See the margin.

LESSON VI.

HERE you begin them with an easy text line, and so go on giving capitals and text by turns.

LESSON VII.

Now you proceed to smaller writing, but still give them capitals and text likewise by turns.

LESSON VIII.

TRY them now with single lines ruled, but not before they can perform the double lines well; and having gone thus far successfully, it may be said, you have taught your pupils to write.

Besides all this, you may observe these few general directions.

First, be at pains to learn to write well yourself, that you may not only be able to tell your pupils how to write, but take the pen out of their hands and shew them how you do.

Secondly, Cause them lay their paper directly before them, and sit straight.

Lastly, Tell them often to take care of the distance, shape, and turnings of their letters, &c.

DIRECTIONS

HOW TO

MAKE A PEN.

HAVING provided yourself with a good pen-knife, take the quill betwixt the thumb and fore-finger of your left hand about an inch from the end, keeping the rest of the fingers close into your hand; then cut a little bit off the back of the quill, then cut about an inch off the fore part of the quill half deep: After that, turn up the back of the quill, and, in the middle of the former cut, make a small slit with your knife; then take another quill, and thrusting the end of it into this one, press it suddenly upwards, keeping at the same time your thumb hard down on the back of your quill, to prevent the slit from going too far: having thus made a proper slit or rent, cut off the former slit made with the knife; then, on each side by turns, cut downwards 'till you bring your pen to a small point, with the slit exactly in the middle; then, resting the point of your pen upon the thumb of your left hand, cut off a small bit suddenly, the back of the knife being directly upwards, and make this point smaller or greater according to the size of your writing; take care likewise to make the mouth of your pen shapely.—*Lastly*, Observe the method of one who makes a pen well, and endeavour to imitate it.

FORMS OF ACCOMPTS.

A HOUSEKEEPER'S ACCOMPT.

1778.		£.	s.	d.
June 1.	To 2 pecks oatmeal, at 10 $\frac{1}{2}$ d		1	9
3.	To 5 carts coals, at 5s 6d.	1	7	6
4.	To 3 lb. Bohea tea, at 8s. 6d.	1	5	6
—	To 12 lb. sugar, at 8 $\frac{1}{2}$		8	6
7.	To 1 $\frac{1}{2}$ lb. green tea, at 16s. 9d.	1	5	11 $\frac{1}{2}$
12.	To butcher-meat	2	15	7
15.	To bread	1	12	3 $\frac{1}{2}$

N. B. This accompt may be }
 enlarged at pleasure. }

£. 8	16	3
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A MILLINER'S ACCOMPT.

1778.		l.	s.	d.
June 25.	To 7 yards mullin, at 7s. 7d.	2	13	1
29.	To 5 $\frac{1}{2}$ yards cambric, at 8s. 4d.	2	4	9 $\frac{1}{2}$
July 8.	To 3 $\frac{1}{2}$ yards lace, at 4s. 8d.		16	11
9.	To 2 $\frac{1}{2}$ yards gauze, at 5s. 6d.		15	9 $\frac{1}{2}$
12.	To making 3 caps, at 1s. 6d. each		4	6

Edin. 13th July, 1778. £. 6 15 11 $\frac{1}{2}$

Received payment of the above, by
 C. D.
 Any other accompt may be drawn out in the same manner.

FORM OF A BILL.

£. 5 : 15

Edin. 1st August, 1778.

Three months after date, pay to me or my order,
Five pounds fifteen shillings, Sterling, at John's coffee-
house, in Edinburgh, for value received from

C. D.

To Mr. G. F. }
Merch. in Edin. }

Accepts G. F.

FORM OF A RECEIPT.

Edin, 5th August, 1778.

Received from Lady M. A. Three pounds ten shillings,
Sterling, as half-a-year's wages due to me; viz. from the
term of Candlemas to Lammas last, and the same is dis-
charged by

C. D.

FORM OF A DISCHARGE.

I C. D. grant me to have received from Mr. L. M.
merchant in Edinburgh, Ten pounds ten shillings, Ster-
ling, as half-a-year's rent; viz. from Martinmas, one
thousand seven hundred and seventy-seven, to Whitsun-
day, one thousand seven hundred and seventy-eight
years, of a house opposite the cross of Edinburgh, pos-
sessed by him and belonging to me; and the same is dis-
charged at Edinburgh, this Fifteenth day of May, 1778,
by

C. D.

FORMS OF LETTERS.

MADAM,

Edin. 15th Aug. 1778.

I WAS favoured with your ladyship's letter of the 12th of this month, and, according to your order, have sent the muslins, cambrics, and other things you desired. The cloaks, caps, head-dresses, &c. are of the newest fashion; a particular account of which I have inclosed, and hope they will please.—When you have occasion hereafter for any thing in my way, I shall be always ready to serve your ladyship to the utmost of my power, and shall esteem myself much honoured by your commands.—Your ladyship will please let me know how these things answer your expectation, and I am,

MADAM,

Your ladyship's most obedient humble Servant.

C. D.

Addressed on the back, To the Right Hon^{ble} Lady M. at, &c.

THE ANSWER.

MADAM,

YOUR'S I received with the boxes of cambrics, &c. which I commissioned: They are every way to my mind, and, as I hope to be in Edinburgh soon, shall call on you and pay the account.—If you suit me always as well, you may expect me to be a good customer to you; my young family's demands in that way increasing daily.—In the mean time, I am,

Your humble Servant,

E. M.

A T A B L E

OF MOST OF THE

NAMES OF WEARING-APPAREL, HOUSEHOLD-FURNITURE, &c.

A
W
W
W

A

ALE
Apples
Anchovies
April
Aprons
Athes
August
Aunt

A
M

B

BACON
Beans
Beds, Bolsters
Bed-cover
Beef
Beer
Bibs
Blankets
Bowls, Books
Bonnetts
Bracelets

Brass-work
Broad cloth
Buckles
Brewer
Butter
Buttons, Brush
Brandy

C

CABINET

Camblet
Cambric
Callico
Candles
Candlestick
Cabbage
Caps
Carrots
Carpet
Chairs
Chickens
Chest
Chimney
China

Capuchins
Cinnamon
Chocolate
Cloaks
Clogs
Cloth
Cod-fish
Combs
Cotton
Cloves
Coppers
Cover
Coals
Cucumbers
Cuffs
Curls
Curtains
Cushions
Cravat
Carvy

D

DAMASK

December
Dimity
Diaper
Dishes
Dorneck
Drainer
Drawers
Ducks
Durant

E

EAR-RINGS
Eggs

F

FARTINGS
February
Forks
Frills
Fringes
Frize
Frock
Frying-pan

G

GARTERS
Gauze
Geese
Gloves
Gowns
Grate, or Chim-
ney
Greens
Gridiron, for
broiling
Ginger

Grater
Gravy, or juice

H

HADDOCK, a fish
Hair
Hats
Hare, a beast
Handkerchiefs
Heir of an estate
Hens
Herrings, fish
Holland, fine li-
nen
Harvest
Hour, of the clock
Honey

I and J

JANUARY
Jack
Iron
June
July
Jelly

K

KIDNEY-BEANS
Kitchen
Kettle
Knives

L

LACE
Ladle

G 2

Lady, the plural,
Ladies
Lamb
Lasting, a stuff
Lawn, fine linen
Linen
Lustring, a silk
Lemons

M

MAID
Manky, a stuff
Mantua-maker
Mantle
Map
March, a month
May, ditto
Milk
Mitts for the
hands
Muffles
Muslin
Mutches
Mutton
Muirfowl
Mat
Mattress, quilted
bed
Market
Marmalade

N

NAPKINS
Necklace
Neglegee
Net-work
November

Nutmeg
Needles

O

OCTOBER

Oil
Ointment
Onions
Oxen
Oysters
Oranges
Ounce

P

PANS

Paper
Patons
Paste
Pasteboard
Parsley
Peaches
Pears
Peas
Partridges
Pence
Pepper, a spice
Petticoat
Pins
Potashes
Pocker
Pockets
Pork
Plumbs
Pomatum
Pots
Potatoes
Prefs
Powder

Prunes
Pickles
Pound

Q

QUIRE of Pa-
per
Quart, 2 pints
Quilts

R

RABBITS

Ribbons
Rings
Ruffles

S

SALAD

Salary
Salmagundi
Salmon
Salt
Saltpetre
Satin, soft filk
Scrutoire
September
Serge
Sheep
Shears
Sheets
Shalloon
Shifts
Shirts
Shoes
Shovel
Sleeves
Silk

Slippers
Smoothing-irons
Snuffers
Spit
Sopha
Spoons
Stays
Stockings
Shillings
Stocks
Sugar

T

TABLE

Table-cloth
Tambour
Tape
Bohea Tea
Green Tea
Tea-kettle
Tippets
Thimbles
Threed
Tongs
Tuckers
Turnips

V

VEAL

Vinegar

W

WINDOW-CUR-
TAINS

Wine
Wool
Worsted.

Friendly Advices and Directions

TO THE CHILDREN

OF THE

MERCHANT MAIDEN HOSPITAL;

Comprehending the following Particulars :

- | | |
|---------------------------|-----------------------------|
| I. Religion. | V. Conduct in the Hospital. |
| II. Duty to Superiors. | VI. Conduct in the world, |
| III. Duty to one another. | or when removed from |
| IV. Education. | the Hospital. |

BY A. L. 1778.

I. RELIGION.

MY Dear Children ; As Providence placed me many years ago a teacher in this hospital, of several useful branches of your education, I have always had the welfare of the young people in this house at heart ; and, as opportunity offered, have often dropt serious and useful advices from my mouth to those who have been here before you, and to yourselves : But, as such advices so communicated are apt to be forgot by young minds,

and have too often proved, especially to such as were negligent and averſe to their duty, as water ſpilt upon the ground, I have here ſet down in writing, ſome friendly advices to you who I ſee are well diſpoſed; which in this manner will be remembered, and which I hope, through the Divine Bleſſing, will prove beneficial to you, both while you are in this houſe, and in all your life hereafter.

The firſt I ſhall ſuggeſt is, concerning *Religion*, or your *Duty to God*.

This is your great and principal buſineſs; and the foundation being well laid here, the ſuperſtructure of every other duty will be the more eaſy and complete.

I ſhall not here treat of religion at large, nor ſtate the particular doctrines and precepts of it: theſe you may be daily inſtructed in from the holy ſcriptures, from your catechiſms, and by the many admonitions and leſſons which are given you from thence both in public and in private: But I ſhall inculcate a few eaſy advices which you may every day put in practice from morning to night, ſuch as what may reſpect an habitual devotion, or a daily walking with God.

First then, So ſoon as you awake in the morning and liſt up your eyes, liſt up your heart at the ſame time to God: Bleſs him who hath watched over you through the night, and hath made you to ſee the light of another day in health and in ſafety. If it be time to ariſe (and I would have you to accuſtom yourſelf to riſe early) get up immediately, and ſay in the words of the Pſalmiſt, *Unto thee O Lord do I liſt up my ſoul*, Pſal. xxv.—*Make me a partaker of the firſt reſurrection, (riſing from ſin, riſing unto holineſs,) that over me the ſecond death may have no power* *. Let your riſing from

* Rev. xx, 6.

your bed mind you of the general resurrection, when you shall rise out of your bed at the last day.

Whilst you are clothing yourself, say, *Cover me, O Lord with my Redeemer's righteousness, that I may not be ashamed before thee: Adorn my soul with the graces of thy Holy Spirit, that I may be like thee, and be prepared for serving and enjoying thee.*

Immediately after this, retire to a private corner, and pour out your heart by prayer and thanksgiving; praise him for preserving and providing for you; bless him for all his mercies, and especially for **JESUS CHRIST** his unspeakable gift; implore the pardon of all your sins for his sake, and his blessing on all you have to do; beseech him to keep you from all sin, and from every appearance of evil through the day.

Then take your Bible, and whilst you open it say, *Open my understanding O Lord, that I may understand the scriptures.* Read a few verses every morning, especially out of the New Testament; I say a few verses at a time; and, as you read, think upon what you are reading, and endeavour to turn the words into prayer: As for example, suppose you were reading that part of scripture, *John iii. 16. God so loved the world, that he gave his only begotten Son, that whosoever believeth in him, should not perish, but have everlasting life.* Endeavour to answer this in such words as these:—*Lord fill my soul with love and gratitude unto thee, who loved me at so dear a rate, as to give thine only Son to suffer and die for me, that I might live through him.*

Again, suppose you were reading this, *1 John i. 9. If we confess our sins, he is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness.* Try to answer in this manner: *O Lord, I confess and bewail my sins, desiring by thy grace to forsake my sins, be it unto me according to thy faithful word: Oh, forgive me my sins for Christ's sake, and cleanse me from all unrighteousness.*—And so of any other scripture. Endeavour

your as you can to make your petition some way answerable to it; and though you may find it somewhat difficult to do this at the first, yet continue to do as you can, and if you be sincere, you will soon find the Holy Spirit helping you, and suggesting proper thoughts to you in a wonderful manner; which will much affect your heart, and be a full proof to you, that your prayer is heard and accepted through CHRIST JESUS.

When this is over, and you go to your work, carry your good dispositions along with you: Say, when you begin, *Lord assist me in this which I am to do*; and every now and then look up for his help, and for his blessing on that, and on every part of your education, for we ought to do all to the glory of God.—If you do this, you will soon find the good effects of it beyond your expectation; but if you neglect this, you need not be surprised that every thing fail you, and go into confusion.

I have observed some of you at vacant times walking in the garden; here you have an excellent opportunity of walking with God: I would advise you therefore to take a Psalm-book along with you, and chant a few verses softly to yourself as you walk alone. If two or three are together, it will be still better to sing in parts, but see that your hearts be engaged.—You will thus resemble our first Parents when in their state of innocence in Paradise, who were no doubt often employed in such holy exercises, and will experience an exquisite pleasure, far superior to what you can find in any diversion. But let not this, nor any religious duty, encroach upon the time when you should attend your education, for then it ceases to be a duty; but so soon as the hour comes, obey the call, and go with cheerfulness to the next duty, maintaining a holy deportment, for every thing is beautiful in its season. I mean not by all this to deprive you of any necessary recreation, in this you may be allowed at proper times, and your

pleasure, consistent with what is above-mentioned, will be double to what it would otherwise be.

At mid-day, when work is over, retire to prayer, with the holy scriptures before you, as in the morning, if you can conveniently; and return in the afternoon to your ordinary duty, with the same dispositions as in the forenoon. At night go again to prayer; imitating David's practice, "At evening, morning, and at noon, will I call upon thee," says he; and the prophet Daniel prayed three times a day to his God.

When you go to rest, commit yourself to his care and keeping as you lye down, and send up your devout thoughts to him while you lye awake, 'till sleep close your eyes: In doing thus you will sometimes find your dreams to be devout; and your sleep will be sweet to you.

II. DUTY TO SUPERIORS.

YOUR next duty is to your superiors, by which I mean, all that are in station above you, all that have authority over you, and are entrusted with the care of your education and welfare.

Your chief superiors while in this hospital are the Governors; of whom you are to entertain a very high esteem and regard: You are to consider them as guardians, who voluntarily take the trouble of governing this hospital for your good.

You have heard of guardian angels who watch over the interests of mankind; so these Gentlemen in like manner watch over your interests here, and not only over you all in general, but every one of you in particular; so that each one of you, even the youngest and meanest, is to consider herself cared for as much as if

there was none other in the house to be cared for but herself: And therefore, you ought to consider all their meetings, their deliberations, their advices to you, and even reproofs, as most affectionately intended both for your welfare here, and eternal welfare hereafter. It is easy to see therefore, that you cannot too much esteem, and regard, and speak well of them, even when they seem to be severe upon your misconduct; and to subject yourselves to them with all due submission and respect.

Your Governess is your superior in the next place; she is appointed as a substitute to the Governors, as the name of her office signifies, and is placed between them and you; to convey the benefit of their counsels to you, and to report your conduct and behaviour to them. The whole weight and charge of this house lyes upon her shoulders in the first place, and she is the immediate inspector of every thing done in it. The care of your conduct and manners, of your proficiency in your education, of your accommodation in the house, your food, your relief in distress, when that happens; and, in short, every thing concerning you while here; and likewise the care of your disposal when you go from hence, all lyes upon her. You cannot but know therefore, that you ought to consider her as a parent, for she acts the part of a parent to you; and in regard of the multiplicity and variety of the parts she has to act, and the great importance of them, she has much more to do than any parent of a family. You ought to speak to her therefore, and behave before her, with the greatest submission and reverence; and even in her absence to think and speak of her with the utmost respect and esteem: But above all, shew your regard to her by readily and cheerfully obeying whatever she desires you to do, even though it should seem disagreeable to you, for you will soon find it otherwise: And if at any time you happen to do wrong, acknowledge it with humility, and resolve not to do so again, and you will easily be forgiven; whereas to deny your fault, or persist in it stubbornly,

shews the most wretched disposition of mind, and prognosticates your future misery.

Your Mistresses are likewise your superiors, and your duty and behaviour to them should be much the same with what I have already mentioned to your Governesses, which I need not repeat; only, as they are intrusted with the immediate care of your education, it is no less your interest than your duty silently to listen to their instructions, and carefully to practise them. You are to consider all that they desire you to do, as intended for your future welfare; and therefore, as on the one hand, your care and diligence will certainly turn out to your own benefit and advantage, not theirs; so on the other hand, your disobedience and negligence cannot hurt them, but will unavoidably injure yourselves.

As for myself, I shall say nothing after what I have said already: If you think you owe me any regard, you cannot gratify me so much by any thing you can say or do, as by attending every branch of your education punctually; improving in them daily and diligently, and by behaving properly: If you do this, you will give me and all concerned in you the most sensible pleasure indeed, whereas the contrary would give us the greatest pain and vexation.

III. DUTY TO ONE ANOTHER.

THE third branch of your duty is your behaviour to one another: And here you are to consider yourselves as children of one family, upon an equal footing; and therefore to esteem and love one another as such: The older are not to domineer over the younger; but, though superior to them in age or capacity, are only to express that superiority, by endeavouring to give them good advice, by helping them forward in their

education, and by doing to them all the acts of kindness and tenderness in your power; remembering that you were once in their weak and feeble condition; and so, not only do a great good to them, but even to yourselves, as this conduct will qualify you for rearing up young minds in a tender and becoming manner hereafter, which very possibly may be your lot: You are likewise to rescue them from any little abuses or outcasts which may happen among them; and keep them as much as you can in good agreement with one another: And you are to beware of shewing them any bad example of this kind by falling out among yourselves, but endeavour to set before the young ones a good example of every thing that is praise-worthy and commendable. Above all things beware of lying, for this is not only most base in itself, but is the beginning of every vice; have a strict regard to truth therefore in all you say, and be sure never to cover any fault by a lie; for, if you have done any thing faulty and confess it, you will be excused; but if you deny it, you ought to be doubly punished.

IV. EDUCATION.

AS the principal end of your being admitted into this house is your Education, the first thing I would enjoin you is to attend punctually to every branch of it, and let nothing but sickness hinder you.

Next give diligent application, for without that your attendance will signify nothing: Let no hour pass therefore wherein you have not made some amendment, and you will find the comfort and benefit of it afterwards, and will give unspeakable satisfaction to your friends and relations. It is your education which fits and qualifies you for your after-employments in life. In as far therefore as you come short in the one, in so far will you fail in the other.

V. CONDUCT IN THE HOSPITAL.

WITH respect to this part of your duty, I would advise you to maintain a modest, and at the same time a cheerful deportment and behaviour both within and without doors: your modesty will shew the goodness of your heart, and your cheerfulness will shew your contentment, and how happy you esteem yourselves in your present situation.

But I would have you to take care of your behaviour in an especial manner when without, and in the eye of the world, for the least transgression here may prove fatal to you. Beware therefore, when you go out at any time, of allowing yourselves any unnecessary communication with the other sex, except with your own relations: I would not however have you to imagine, that in this I suspect any of you to be faulty, but rather believing that none of you are; I only mean to put you upon your guard against any snare that may be laid for you.

I have already shewed you how you ought to behave to your superiors and equals in this house, and would now add, that it becomes you to shew all manner of reverence and respect to your Governess and Teachers; to keep perfect silence in their presence, except when they require you to speak; to answer them, even when they chide you for any thing faulty, with great calmness and submission, promising amendment; and to speak well of them behind their backs, and maintain your esteem and regard for them, though they have been severe upon you for what you have done amiss. I not only give you this as my own opinion, but I deliver it to you by a much greater authority:

JAMES, chap. iii. verses 13, &c. to the end.

Who are wise, and endued with knowledge among you? Let them shew out of a good conversation their works with meekness of wisdom. But, if you have bitter en-

envying and strife in your hearts, glory not, and lie not against the truth. This wisdom descendeth not from above, but it is earthly, sensual, devilish: For where envying and strife is, there is confusion and every evil work. But the wisdom that is from above, is, first pure, then peaceable, gentle, and easy to be intreated, full of mercy and of good fruits, without partiality and without hypocrisy; and the fruit of righteousness is sown in peace of them that make peace.

The holy scriptures teach us, not only to behave submissively when we are buffeted for our faults, but even to bear injuries patiently, though we have not been faulty, and cannot avoid them. Our Saviour sets us a high pattern of this kind in his own person, who is Innocence itself, and Majesty itself; who, when he was reviled, reviled not again; when he suffered he threatened not, but committed himself to him that judgeth righteously. There are many more passages of this nature which your own observation will discover, and therefore I shall not mention them. But I would have you to maintain a discreet carriage and behaviour both within and without doors; doing to others as you would have them do to you, if you were in their place and they in yours, which is the great rule our SAVIOUR himself has left us. This will open the hearts of all to you, and make you to be beloved and esteemed by all who know you; which will not only make you live happily at present, but will turn out to your unspeakable advantage afterwards. In short, let it be your endeavour to cultivate your minds in every virtue; this is best gained by reading proper books, and by observing the good examples set before you by others for your imitation: For, suppose two pieces of ground equally good, let alone the one, and take no care about it, and it will soon be overgrown with noxious weeds, &c. and run into wildness and confusion; but cultivate and dress the other, sow it with good seeds, and plant it with flowers and trees, and it will become a beautiful garden, the delight of every eye that beholds it. So will it be

with every young mind; and, as too much care cannot be taken in pressing these advices upon you, so I hope they will not be bestowed in vain.

VI. CONDUCT IN THE WORLD, OR WHEN REMOVED FROM THE HOSPITAL.

WHILE you are in this house, you are under proper regulations, and under proper persons to guard your innocence; but, when you go from hence, you will be more at large, and left more to your discretion: And perhaps some of you may have few friends to interest themselves in your welfare; and, though you have friends, they may not always be at hand; I would desire you therefore to give particular attention to the advices I offer you on this head, and to have them always in remembrance.

First, Your good character is your best recommendation, and your surest guard; bend therefore all your care to keep your character unspotted; by this I mean, that you should maintain a modest reserve, especially before the other sex; and by all means avoid being with that sex alone, even though you are sure of their integrity: for, though you may be safe on their part, yet they may entertain an unfavourable opinion of you, and may think you so imprudent as to intrust yourselves in the same manner with others: Whenever you find yourselves therefore in that situation, (which may sometimes happen unawares) remove out of it as soon as you can, as if some business awaited you elsewhere; and, instead of incurring censure for so doing, I assure you that you will be much more highly esteemed.

Secondly, When in company do not affect to speak first, but rather wait 'till you are as it were obliged to

64 F R I E N D L Y A D V I C E S, &c.

Speak; and avoid talkativeness or much speaking, yet do not show a sheepish bashfulness, but with a modest gracefulness express your meaning in as few words as you can.

When another is speaking do not interrupt, but wait 'till the person is done, except in a case of urging necessity that will admit of no delay.

Thirdly, Do not affect a superiority in dress, nor put on supercilious or giddy airs in behaviour, but observe a due medium, neither above your station nor yet below it: The latter makes you resemble a sloven, the former a person of bad fame; and therefore let nothing in your dress or behaviour make you appear either like the one or the other, if you mean to preserve your reputation.

Fourthly, Whatever you are employed in, do it with diligence, with care, and with fidelity.

Your diligence will turn out to your benefit, and insure you of future employment.

Your care will make you exact, and able to give a good account of your affairs.

And your fidelity, or faithfulness and honesty, will incline every one to repose a trust and confidence in you.

On the whole, I commit you to that GREAT BEING, who is able to counsel and direct you, to assist and prosper you, and to protect and defend you. And do you commit yourselves continually to HIM, and remember the directions I gave you under the head of *Religion*, and forget not to reduce them to practice, and you will find all the rest go well with you. I JA 64

And GOD ALMIGHTY bless you and prosper you, in soul and in body, in time and through eternity, for JESUS CHRIST's sake, *Amen*.

T. H. E. E. N. D.

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